Saskatchewan
Education

The Report of the Native Curriculum Review Committee

A Five Year Action Plan for Native Curriculum Development

March, 1984

84- 4031 /

Cover Photo by Larry Raynard

A Five Year Action Plan for Native Curriculum Development

Minister's Advisory Committee
Native Curriculum Review

March, 1984

Hon. Patricia Smith
Minister of Education
Legislative Building
REGINA, Saskatchewan

Dear Mrs. Smith

We the members of the Native Curriculum Review Committee herewith present to you our action plan developed in accordance with the mandate handed to us by former Minister of Education, Gordon Currie.

As we end our period of investigation and analysis of the education of Indian, Metis and Non-Status Indian children we feel an obligation to urge the Minister to continue the ongoing projects which remain unfinished within our mandate. We further would like to encourage the Minister to continue the dialogue with the Indian, Metis and Non-Status Indian educators and organizations represented on this committee.

We would like to express our appreciation for the opportunity of having been involved in this important and challenging endeavour. We feel that the education of Indian, Metis and Non-Status Indian children is the most crucial issue faced by educators today.

Sincerely Yours

C. King

Cecil King

Acknowledgements

Members of the Minister's Advisory Committee on Native Curriculum Review

Gail Bear
Saskatchewan Indian Cultural College

Rita Bouvier
Saskatchewan Urban Native Teacher Education Program

Earl Cook
Northern Teacher Education Program

Lois Dalby
Northern Education Branch
Department of Education

Sydney Davis
Saskatchewan Indian Federated College

Angus Esperance
Saskatchewan Indian Languages Program

Keith Goulet
Member at Large

Cecil King
Indian and Northern Education Program

Caroline Krentz
Development Division
Department of Education

Harry Lafond
Indian Native Education Council

Sherry Farrell Racette
Community Education Branch
Department of Education

Harold Schultz
Saskatchewan Teachers' Federation

Martin Shulman
Gabriel Dumont Institute of Native Studies and Applied Research

Myrna Turner
Member at Large

Myrna Yuzicapi
Saskatoon Native Survival School

The Native Curriculum Review Committee wishes to recognize and sincerely thank Cathy Littlejohn for her assistance in writing and editing this report.

Table of Contents

Executive Summary i

Introduction: The Native Curriculum Review Committee

Native Curriculum Review Committee's Mandate 1
The Native Curriculum Review Committee's Objectives of Native Curriculum Development 1
The Committee's Priorities 2
Target Group 2
The Committee's Principles and Guidelines for Native Curriculum Development 2
The Native Curriculum Review Committee's Plan of Action 4

The Setting

Native Curriculum Initiatives in Saskatchewan 5
Chronological History of Key Events in Native Education in Saskatchewan 6
Native School Success in Saskatchewan 10
Views of Saskatchewan Directors of Education 11
Other Jurisdictions 12
Northwest Territories 12
British Columbia 13
Alberta 14
Manitoba 14
Ontario 15
Summary 16

Curriculum Processes in Saskatchewan

Definition of Terms 18
Program Evaluation 19
Program Design 19
Program Implementation 19
Program Maintenance 20

Recommended Native Curriculum Development Process for Saskatchewan Education

Definitions 21
Native Curriculum Review Committee 21
Native Curriculum Development Team 21
Policy Determination 21
Needs Assessment 22
Base Line Data 22
Ongoing Evaluation 22
Program Development 22
Field Testing/Evaluation 23
Program Implementation 24
Program Maintenance/Modification 25

The Role of Various Groups in the Native Curriculum Development Process

The Saskatchewan Indian Cultural College 27
The Saskatchewan Indian Federated College 27
The Gabriel Dumont Institute 27
The Universities 27
Saskatchewan Teachers' Federation (STF) 27
Department of Education 27
Other Agencies 28
References 29

Five Year Action Plan

Specific Subject Priorities 31
Social Studies/Social Sciences K-12 35
English/Language Arts K-12 37
Aesthetic Education K-12 39
Native Languages K-12 41
Health/Lifestyles K-12 43
Native Curriculum/Materials Development Projects 46
Other Areas of Concern 46

References

Appendix A 47

List of Tables, Figures and Charts

Table 1 — Summary of Resources for Native Education in Other Jurisdictions, 1983-84 17
Figure 1 — Proposed Native Curriculum DevelopmentProcess Cycle 26
Chart 1 — Social Studies/Social Sciences K-12 34
Chart 2 — English/Language Arts K-12 36
Chart 3 — Aesthetic Education K-12 38
Chart 4 — Native Languages K-12 40
Chart 5 — Health/Lifestyles K-12 42
Chart 6 — Native Curriculum/Materials Development Projects 44

Executive Summary

The Native Curriculum Review Committee was established by Minister's order on September 27, 1982. The Committee's mandate included:

- Recommending to the Department of Education principles for curriculum development as they apply to Native students;
- Facilitating the development, production, evaluation and implementation of Native-oriented curriculum materials within the provincial school curriculum; and
- Assisting in the co-ordination of activities among the Department of Education and other agencies involved in the development of Native curriculum.

More specifically, the Native Curriculum Review Committtee was charged with the following responsibilities:

- to recommend to Saskatchewan Education a K-12 action plan for the development of Native curriculum;
- to initiate a review of existing provincial curriculum to determine areas where intervention with Native related materials can take place;
- to identify areas of need with respect to production of materials, related ethno-historical and other research;
- to review applications for Native-oriented locally developed courses that are submitted to the Department of Education and make recommendations with respect to the accuracy and suitability of the courses;
- to establish working committees whose responsibilities may include development, field-testing or evaluation of new curriculum materials in specific subject, grade and theme areas.

Within the Committee context and its documents, the term "Native" is used to include three distinct peoples — Indians, Metis and Non-Status Indians. The term is not meant to blur real historical, cultural, political and legal distinctions.

Objectives:

The Native Curriculum Review Committee seeks to ensure that:

- **All students and teachers in provincial schools develop an appreciation of both the current political, cultural and socio-economic situation as well as the long, varied and unique history of the Native peoples on this continent.**
- **Teachers are sensitized to Native and northern issues and that curricular materials and programs are relevant to Native and northern students.**
- **The school curriculum and educational institutions transmit positive and accurate information to aid Native students in developing a positive self-image and cultural identity, so that they may better learn to deal with their own reality.**

Recommendations

The Committee recommends that:

1. A Native education policy be formulated for the province of Saskatchewan as soon as possible.

2. The Native Curriculum Review Committee be made a permanent ongoing committee to: formulate policy, establish criteria and principles for Native curriculum development, monitor ongoing projects, and assist in the selection of representation from the Native community on curriculum committees.

3. The present membership of the Native Curriculum Review Committee be expanded to include representation from the Indian Teacher Education Program, University of Saskatchewan and the Saskatchewan Indian Education Commission.

4. Two members (one representing Indians and one representing the Metis and Non-Status Indian people) from the Native Curriculum Review Committee become members of the Program Policy Committee of the Department of Education.

5. Representation from the Native community be on Departmental curriculum committees.

6. In all phases of the curriculum process — program evaluation, program design, program implementation and program maintenance, the Native Curriculum Review Committee set guidelines and criteria for Native curriculum development for the Native Curriculum Development Team or other developers to carry out and monitor projects to see that the guidelines and criteria are followed.

7. As a part of the ongoing evaluation of current curricular materials and programs in this province, the dual concerns of educating Native students and educating non-Native students about Native people be taken into account.

8. A baseline data survey to facilitate future planning be undertaken immediately to determine what programs have been created, what adaptations have been made, and what materials have been developed to meet the needs of Native students in the province.

9. There be dual priorities in Native curriculum development in Saskatchewan:
   1. integration of Native content into the core curriculum through existing structures and procedures
   2. special projects in programming and material development specifically for Native students, since the target group of the proposed curriculum development is all students in provincial schools, both Native and non-Native.

10. The Native Curriculum Development Team be instituted for a period of at least five years.

11. The development unit of the Northern Education Branch become part of the Native Curriculum Development Team.

12. Sufficient financial support be provided to assure that the Native Curriculum Review Committee and Native Curriculum Development Team can fulfill their mandates.

The Native Curriculum Review Committee

Native Curriculum Review Committee's Mandate:

In 1982, the Saskatchewan Department of Education, in co-operation with Native groups and curriculum developers in the province, established the Native Curriculum Review Committee. The Committee's mandate included:

- **Recommending to the Department of Education principles for curriculum development as they apply to Native students;**
- **Facilitating the development, production, evaluation and implementation of Native-oriented curriculum materials within the provincial school curriculum; and**
- **Assisting in the co-ordination of activities among the Department of Education and other agencies involved in the development of Native curriculum.**

More specifically, the Native Curriculum Review Committee was charged with the following responsibilities:

- **to recommend to the Department of Education a K-12 action plan for the development of Native curriculum;**
- **to initiate a review of existing provincial curriculum to determine areas where intervention with Native related materials can take place;**
- **to identify areas of need with respect to production of materials and related ethno-historical research;**
- **to review applications for Native-oriented locally-developed courses that are submitted to the Department of Education and make recommendations with respect to the accuracy and suitability of the courses;**
- **to establish working committees whose responsibilities may include development, field-testing or evaluation of new curriculum materials in specific subject, grade and theme areas.**

The Native Curriculum Review Committee's Objectives of Native Curriculum Development

The Native Curriculum Review Committee seeks to ensure that:

- **All students and teachers in provincial schools develop an appreciation of both the current political, cultural and socio-economic situation as well as the long, varied and unique history of the Native peoples on this continent.**
- **Teachers are sensitized to Native and northern issues and that curricular materials and programs are relevant to Native and northern students.**
- **The school curriculum and educational institutions transmit positive and accurate information to aid Native students in developing a positive self-image and cultural identity, so that they may better learn to deal with their own reality.**

The Committee's Priorities:

The Native Curriculum Review Committee has determined that the first priority must be the **integration of Native curriculum materials into the core curriculum** of the province in all the subject areas. It is recognized that this is a long-term goal and will require extensive work in collaboration with the ongoing projects of the Development Division. The second priority is for **supplemental materials** in areas where revision is not expected in the immediate future. Third, there is a need for the development of separate **Native studies and Native language courses**. The committee believes that these three types of Native curriculum development should proceed simultaneously.

The target group of the proposed curriculum development is all students in provincial schools. However, where deemed necessary, special courses will be produced to meet the needs of Native children in schools throughout the province.

The Committee's Principles and Guidelines for Native Curriculum Development

The Committee has adopted the following principles and guidelines for Native curriculum development:

- ☐ Native people must be presented fairly in all curriculum materials approved by the province, including both textbooks and supplemental materials.
- ☐ Native-oriented materials must be an integral part of the core curriculum, not a supplement adjunct.
- ☐ Native-oriented materials must be presented in all subject areas.
- ☐ Contemporary materials on Native people must complement heritage materials. Native people must not be presented only as a historical people.
- ☐ Materials must not project any of the stereotypes of Native people. It is no improvement to replace the "warlike Indians" with the "Noble Savages". Given the overwhelmingly negative portrayal of Native people in contemporary texts and other curriculum materials, there should be a concentration on positive images of Native people.
- ☐ Native people must be presented as human beings having human societies, with good and bad characters, social classes, economic systems and educational practices.

- ☐ It is important to note that an individual's identity and self-concept is more than just cultural, but includes socio-economic, gender and other aspects as well.

- ☐ There shall be a recognition that children exhibit different learning styles but that these learning styles cut across cultural and socio-economic groups. No cultural group should be stereotyped as exhibiting only a particular learning style.

- ☐ Instructional approaches such as group work, co-operation rather than competitive exercises, using the child's experience as a learning base and using action-mode materials are approaches which can be useful to students.

- ☐ Attention must be paid to the inclusion of accurate northern materials.

- ☐ Recognition must be given to the fact that skills can be taught as easily with Native content as with other content.

- ☐ Recognition must be given in curriculum materials to the differences among Native people: north/south; traditional/transitional/acculturated tribal groupings; legal groupings; geographical divisions — woodland, prairie; rural and urban.

- ☐ Curriculum adaptation at the central level should be augmented by local curriculum materials designed by local Native people or teams of Native and non-Native individuals. Local initiatives should be an important part of the Native curriculum strategy.

- ☐ Consideration must be given to language development for Native students such as the teaching of Indian languages and ESL.

- ☐ Revisions to subjects such as science and mathematics should place these subjects in a broader cultural, historical and economic context.

- ☐ Native people and Native curriculum developers must be involved in all the planning and creation stages of curriculum work.

- ☐ The expertise is in the Native communities and institutions. This reservoir must be tapped and utilized in any future additions of Native content.

- ☐ Native educational institutions should be called upon to be equal partners in the process. If they are expected to provide expertise and material they should be contracted or reimbursed for their professional contribution.

- ☐ Native membership should be automatic on any future curriculum committees or commissions.

- ☐ Native people should be given positions in areas where decisions are made and not only in advisory capacities.

- ☐ It is important that any textbooks and non-textbook materials be in a flexible format and be adaptable to various instructional formats in the classroom.

The Native Curriculum Review Committee's Plan of Action

As part of its mandate, the Native Curriculum Review Committee was to formulate a plan of action for Native curriculum. The remainder of this document constitutes a five year action plan. The actualization of this plan, however, is dependent upon the continued existence of the Native Curriculum Review Committee with a renewed and expanded mandate. The Committee must become permanent and ongoing. It has to be involved in all aspects of curriculum development from planning to implementation and ought to specify what Native content should be included in courses of study. As it is constituted, the Native Curriculum Review Committee is in a position to identify the things which Native people have in common and to provide an overall strategy. This important function must be maintained. It is necessary that this Committee be retained as part of the process of legitimization and authorization of Native curriculum in the provincial schools. It is the goal of the Native Curriculum Review Committee to ensure that within five years the province of Saskatchewan will be foremost in Canada in all aspects of Native education.

The following Five Year Action Plan should be viewed as developmental and open to change at any time by the Native Curriculum Review Committee. Further, the plan is subject to change in response to new directions taken by the Department of Education in ongoing projects.

The Setting

Native Curriculum Initiatives in Saskatchewan

In the past, various agencies have been concerned with the issues of Native curriculum. Since soon after Confederation, Saskatchewan Indian education became the responsibility of the government of Canada. The federal government has experimented with various types of schools, curricular content and teaching approaches with Indian children. Prior to 1960, beneath the various schooling and curricular efforts there was a fundamental policy of de-Indianization. Schooling, regardless of its form or content, for Indians was aimed at stripping Indian children of their home and community culture and creating new Indians who, in actuality, would act and be like non-Indians.

Similarly, when the Saskatchewan provincial government assumed responsibility for the education of the Metis and Non-Status Indian people of the province in 1944, the objective was to give these Native children equal educational opportunity. This meant providing the same facilities, materials, teachers and curriculum as other Saskatchewan children received. Schooling was perceived by government officials as part of a comprehensive program of what was termed the "social rehabilitation" of the Metis and Non-Status Indian people. The ultimate goal of the program was the assimilation of the Native students into the mainstream society through the alteration of their Native culture.

By 1960, school officials from both the federal and provincial systems acknowledged that by academic criteria they were having limited success in Native schooling. By this time, a new perception of the problem was emerging. Some educators were suggesting that the key to success in Native schooling lay in accepting the child's culture as an integral part of the child. Teachers needed to respect the child's culture and begin where the child was, educating him "from within". In Saskatchewan, during the 1960's, a concerted effort was made to train teachers from Native schools in this philosophy, and to adapt or modify curriculum with a concern for Native culture. A provincial curriculum committee was established to facilitate the needed changes. University courses, teacher training, hiring, inservice, summer school courses and practice teaching were all tailored to reflect the new philosophy of Native schooling.

This trend however did not continue. For, the 1970's saw another shift in philosophy. With general acceptance of the local initiatives approach, and more specifically the concept of Indian control of Indian education, the responsibility for the development of Native curriculum materials was passed to the Saskatchewan Indian Cultural College, the Department of Northern Saskatchewan, local school staffs, individual teachers and boards. The federal and provincial governments stopped initiating projects or directing the process. Structures which had been created in the 1960's to co-ordinate activities on a provincial level such as the curriculum committee fell into disuse. As a result, the large quantity of material which was produced throughout the province by individual teachers, school divisions and boards was not co-ordinated, collected or disseminated generally. Similarly, the inclusion of Native content was never legitimized by the provincial government nor made an integral part of the core curriculum for all provincial students.

A number of issues in the 1980's led to the re-direction of the Native curriculum concerns. Increasing numbers of Native children were attending urban schools whereas previously most Native children had attended northern, small rural or reserve schools. Urban boards sought assistance in meeting the needs of Native children. The provincial government responded with the creation of the Community Education Branch which

oversaw the development of community schools in areas of high Native population. These schools were provided with funds to design appropriate curriculum. At this time, the Saskatchewan Indian Education Commission was created by the Federation of Saskatchewan Indians.

During the same time, the Metis and Non-Status Indian people of Saskatchewan, in co-operation with the provincial government, created the Gabriel Dumont Institute of Native Studies and Applied Research and the Saskatchewan Urban Native Teacher Education Program. Both of these Native controlled institutions placed a high priority on the production of accurate Native curriculum materials.

The Native Curriculum Review Committee was established with the recognition of the need for guiding principles for curriculum development for Native students, for co-ordination of activities in the area among the Department of Education and other agencies involved in the development of Native curriculum and for a body to facilitate the development, production, and implementation of Native-oriented curriculum.

Chronological History of Key Events in Native Education in Saskatchewan

The following is a chronology which indicates key events in the history of Native education.

1910
- Metis and Non-Status Indian children excluded from federally funded schools.

1938
- attention of provincial officials to the fact that there are approximately 3,500 Native children in Saskatchewan largely unschooled.
- provincial officials believed schooling of Native children a federal responsibility.

1939
- N. Reid reported on lack of educational facilities in Northern Saskatchewan.

1941
- first provincial grant to a school district for the schooling of Metis children for, in the words of the provincial official responsible, "temporary relief to the symptom of this problem of economic maladjustment".
- question raised as to most appropriate curriculum for Native children — regular or vocational with modified academic.
- parental and board opposition to the attendance of Metis children in local schools.

1942
- survey of Metis children.
- grants to schools initiated — $2.00 per child per month.

1944
- election of the CCF government which took reponsibility for Metis education.
- introduction of the philosophy of equal educational opportunity.

1944-54
- time of expansion of facilities and services to Native population.
- in Southern Saskatchewan, schools built by Department of Social Welfare in Metis communities.
- in the north, as a result of the Piercy Report, the provincial government took responsibility for organizing, financing, maintaining, staffing and supervising northern schools.
- the schooling was based on the idea that the lives of the Metis could be made "better" -more useful, happier, better integrated into the "mainstream" society.
- assumption that Metis children lacked culture, proper society and economy.
- schools aimed at "civilizing" the whole family.

- teachers — moral uplifters and social development agents.
- desire of provincial government to control Indian education in the province as well as Metis education.
- by 1954, material success — virtually all children in school, schools built, teachers and teacherages provided.
- however, by 1954 — realization that other factors were at work — inequalities, rather than increased equality, became apparent.
- northern educational investments fell behind the south.
- academic success of northern students called into question.
- discontinuity between northern Native and northern non-Native communities — in Native communities - higher pupil-teacher ratios, more language and cultural difficulties, high lower grade population; age/grade displacement, early school leaving.
- question raised "Education for What?" — loss of traditional skills; not sufficient education to get non-traditional jobs in the north or to migrate to the south.
- no high schools had been built in the north.

1955

- acceptance by provincial government officials of the importance of starting any education from a knowledge of the culture of the people.
- beginning of cultural awareness training for members of northern Saskatchewan work force, in particular for Department of Natural Resources.

1960

- damning studies of Native education in Saskatchewan.
- education provided labelling "Schooling for Failure".
- horrifying statistics.
- two-thirds of all students in the north — one or more grades behind where they should be.
- one-quarter of all northern students were in grade one; two-thirds of all northern students were in grades one to four.
- school leaving occurred at the grade five level.
- failure rate in grade one in 1960 was 49% in northern schools.
- teachers in Native schools were found to have low academic credentials; were southern-oriented and not trained to work with northern children's cultural experience.
- the provincial government proposed: 1. integration; 2. remedial programs to supplement the child's experience; 3. relevant curriculum; and 4. special training for teachers.

1960's

- co-ordinated efforts.
- vocational programs established.

1961

- co-operation of the provincial government, the federal Indian Affairs Branch and the University of Saskatchewan for the creation of a summer course entitled "The School Program in Indian and Metis Communities".
- the class placed special emphasis on the basic cultural patterns of the Indian and Metis and was aimed at providing teachers with better insight into the cultural background of their students.

1961-62

- beginning of era when federal and provincial superintendents interviewed and employed students from the Teachers' Colleges and College of Education for the next term. These teacher trainees were then required to do practice teaching in northern or federal schools. The practice teaching served as a prerequisite for the next year's summer course, "The School Program in Indian and Metis Communities". The fall orientation courses and inservice

workshops were all geared towards increasing the teacher's understanding of the child, his/her home and community.

1963
- implementation of another summer course, primarily for northern teachers, on curriculum adaptation.
- another study documenting "the general inadequacy of the present program" in Native education in Saskatchewan.
- Northern Education Committee and representatives of the Independent Order of the Daughters of the Empire (IODE) made recommendations to the Minister of Education for the improvement of northern education.
- Superintendent of Schools for Northern Areas appointed to supervise classrooms, inservice recruitment and placement; an assistant superintendent charged with classroom supervision and northern student counselling.
- Textbook and Curriculum Committee established under the chairmanship of Dr. L.M. Ready of the Curriculum Branch "to study the application and adaptation of provincial courses of study to northern areas".
- approval given for central northern school board to be composed of Native representatives from different communities to advise and assist in overall education program.
- creation of Indian and Northern Education Program, University of Saskatchewan.

1964
- creation of the Indian and Northern Curriculum Resource Centre at University of Saskatchewan to provide basic library on all facets of Native life, audio-visual materials, reproduction facilities, and resource personnel to assist teachers in the field in curriculum research, adaptation and creation.
- organization of the Society for Indian and Northern Education (SINE) to form a network of people in the field and publish a journal on Native education "The Northian".

1965
- change of Education Act creating the Northern School Board consisting of three Metis residents of the north, three civil servants and two observer-members all appointed by the Minister.

1969
- establishment of the Federation of Saskatchewan Indians (F.S.I.) Education Task Force to investigate Indian education in Saskatchewan.

1970's
- diffusion of efforts.

1971
- Department of Education hired Native Education Program Consultant to provide liaison with all those in province involved in the education of children of Native ancestry.
- Advisory Committee on the Education of Children of Native Ancestry (formerly the Textbook and Curriculum Committee) continued to meet in the early 1970's. The committee co-operated with the Federation of Saskatchewan Indians (F.S.I.), Saskatchewan Metis Association, the Department of Indian Affairs (D.I.A.) and Saskatchewan Teachers' Federation (S.T.F.) in initiating a number of special projects in schools in the province with large Native enrolment.
- Master's thesis studying evidence of prejudice in social studies textbooks concluded that the textbooks analyzed would not contribute positively to helping Indian and non-Indian elementary school students in Saskatchewan know and understand the Indian dimension of Canadian history and culture.
- an Indian Languages Program established — pilot projects teaching Cree as a second language set up.

1972
- Indian Control of Indian Education position paper issued by the National Indian Brotherhood (officially adopted as policy by the Minister of Indian Affairs, February 2, 1973).
- creation of the Saskatchewan Indian Cultural College.
- Local Initiatives Project on Curriculum Development from a Native Perspective begun through

the Indian and Northern Education Program.

- Native produced curriculum materials devised and published.
- development of an Industrial Arts Curriculum adapted to the needs of northern students.
- supplementary unit for grade 8 social studies course on Indian history and culture.

1973

- Indian Teacher Education Program (ITEP) implementation at the University of Saskatchewan — the first teacher training program in Saskatchewan for Native people — first adaptation of the content of university courses to meet the needs of Native students.
- after September 1972, functions of the Department of Education in the north were tranferred to the Department of Northern Saskatchewan (D.N.S.).
- northern schools followed the provincial curriculum, however, the Academic Education Branch, D.N.S. was empowered to make changes to existing courses at all grade levels to meet the needs of northern students, — teachers, the board, consultants and the branch worked together on curriculum development - the initiative could come from any of the participants.

1974

- two major projects launched in northern Saskatchewan — a Cree language project and ethno-history research program to compile a general history of the Native people of northern Saskatchewan.
- instructional services consultant employed by D.N.S. to design and produce learning materials appropriate for northern students.
- innovative grants instituted by D.N.S. to encourage individual schools to develop approaches to meet the particular needs of the community children.
- increasing number of schools on Indian reserves being taken over by local bands.
- Saskatchewan Human Rights Commission study showing that Indians were treated unfavourably in Saskatchewan social studies textbooks, characterized as "savage, hostile and warlike".
- government appointees to the Northern School Board were replaced by northern appointees.

1975

- research by F.S.I. showed that by grade two, 50% of Indian students has failed at least once; 93% of Indian students dropped out by grade 12; Indian students were generally one to three grades behind non-Indian students of the same age in math and reading skills; Indian students in integrated schools remained socially segregated.

1976

- establishment of the Northern Teacher Education Program (NORTEP).
- Northern School Board became an elected board with nine members representing different northern regions.
- Division III Social Studies Course on the people of northern Saskatchewan offered in five communities — "mini-course" developed for Division I and "mini-course" for Division II in production.
- initiation of the Saskatchewan Indian Community College in Saskatoon.
- creation of the Saskatchewan Indian Federated College at the University of Regina — offered Bachelor of Arts in Indian Studies.
- Northern Teacher Aide Training Program in northern Saskatchewan.
- Native Education Committee established in Regina to access needs and recommend programs.

Late 1970's

- Bachelor degrees offered in Indian Art, Indian Social Work, Indian Education, and Indian Management and Administration; Bachelor of Education (Indian Education) offered through the Saskatchewan Indian Federated College.
- F.S.I. report showing the rapid growth of Native school enrolments, but the gross inadequacy of reserve school facilities.

- organization of the Prince Albert District Teacher Training Program through the University of Regina - first community based teacher training.
- Saskatchewan Indian Cultural College researched, produced, published and pilotted a variety of materials on Indian history, culture and contemporary life — resource people from the College toured schools offering culture days — 1979-80 school year — 93 visits.
- Saskatoon City Community Liaison Committee to investigate the conditions of Native people in the city — task force on education.

1980's New Directions.

- creation of the Gabriel Dumont Institute of Native Studies and Applied Research — an educational institution controlled by the Metis and Non-Status people of Saskatchewan.
- beginning of the Saskatchewan Urban Native Teacher Education Program (SUNTEP), a program of the Dumont Institute aimed at the needs of urban Native people.
- creation of the Saskatchewan Indian Education Commission by the chiefs of the Federation of Saskatchewan Indians.
- Saskatoon Native Survival School started as an alternate school of Saskatoon Separate School Board — curriculum placed heavy emphasis on Native culture and values.
- re-emergence of the Department of Education as an initiator of programs for Native people -Community Education Branch created with mandate to make urban schools more instrumental in combatting problems of the urban poor.
- community schools designated and developed with new emphasis.
- HECTEP — Home Economics Teacher Education Program established to provide qualified home economics teachers for northern Saskatchewan schools.
- Task Force on Northern Education set up by Minister of Northern Saskatchewan — reported successes of past decade, but concluded progress scattered — student absenteeism, dropout, academic deceleration so high still call into account very nature of education in north.
- Native Curriculum Review Committee established by Department of Education to recommend principles for curriculum development for Native students, to facilitate development, production and implementation of Native-oriented curriculum, and assist in co-ordination of activities in development of Native curriculum.
- organization of the Indian and Native Education Council, a special subject council of the S.T.F. - annual conference AWASIS to facilitate and support teachers and others in providing quality education for all Native students.
- unit of Metis people developed for Northern Lights School Division No. 113 (formed in 1979 from Northern School Board).

Native School Success in Saskatchewan

Statistics on such things as age/grade disparity, and dropouts are instructive in showing how well schools are meeting the needs of students. Recent reports show that Saskatchewan schools are as yet not meeting the needs of the majority of Native students' needs. The Report of the Minister of Northern Saskatchewan on Education for the 1980's showed that still over 70% of northern students did not complete high school, approximately 45-55% of the student population between grade one and eight were 1-3 grades displaced and only 9% of the student population was in Division IV.[1]

Statistics are alarming in urban areas as well. It is estimated that 83% of Native students in these schools who completed grade 8, did not complete grade 12. This compares with 38% for non-Native students in the same schools and 31% for the

province.[2] About 48% of all inner-city Native students leave regular high school programs, while over half (53%) drop out of special education programs and nearly two-thirds (63%) withdraw from vocational programs. Even more disturbing is the fact that there is a significant dropout (19.5%) by inner-city Native students from elementary schools.

Views of Saskatchewan Directors of Education

During August, 1983, twenty Saskatchewan Directors of Education from school divisions with significant Native populations were interviewed. The following concerns were identified by one or more of the Directors:

- the need for formalization, recognition and legitimization of Native-oriented materials by the Department of Education;
- the need for Departmental support for local efforts in integrating Native content;
- the need for co-ordination by the Department of various endeavours taking place locally and in the Development Division;
- the need for communication about what is going on in Native curriculum in what areas and by whom;
- the need for evaluation of existing materials and the identification of suitable books and resource materials for Native curriculum;
- the need for teaching materials for Division III which will be relevant to Native students and encourage them to stay in school. The Junior High period is presently a crisis time for Native students. Native students are generally not staying in school for Division III and IV;
- the need for materials for older students who are not reading at their grade level;
- the need to assess the Language Arts program for elementary students for its suitability for Native children;
- the need for preservice and inservice on teacher attitudes towards Native people. Sensitization of teachers is a vital preliminary step to any curriculum development;
- the need for a provincial position on Native language teaching;
- the need for Native Studies courses;
- the need to provide assistance to small rural schools which can offer only a basic curriculum and oblige all students to take what is available;
- the need to examine special education programs and their applicability to Native students. This would include testing procedures as well as materials and teaching strategies;
- the need for schools to have a way of integrating cultural issues beyond Cultural Days, beadwork, etc.;
- the need to address the complex areas of Life Skills/Health/Guidance/ Family Life as they need to apply to Native and northern students at various stages;
- the need to find a procedure whereby materials can be amalgamated into the basic provincial curriculum while at the same time protecting locally-developed efforts which can address local needs more aptly;

- ☐ the need to find ways of using the existing structures of the Department of Education to accommodate the needs of Native curriculum;
- ☐ the need to recognize that Native curriculum is not just for Native students, but to build understanding for all students in Saskatchewan.

Other Jurisdictions

Native education matters have not only a provincial but a national and international context. Ideas and approaches from other areas must be sought to stimulate responses to local issues. For purposes of this document, the position of the governments of the Northwest Territories, British Columbia, Alberta, Manitoba and Ontario on Native curriculum development was examined.

Northwest Territories

In February 1980, a Special Committee of the Northwest Territories Legislative Assembly on Education was created to:

- inquire into current problems and public concerns about education including ... special problems of Native students, languages and education, curriculum, facilities, quality of education, grants and bursaries, special education, teacher training, and continuing and secondary education;
- review all aspects of existing legislation, policy, and philosophy concerning education in the Northwest Territories and make recommendations to the Assembly for reform;
- consult in all parts of the Northwest Territories, members of the public, local education authorities, and interested groups through public hearings and other meetings, written and oral submission and other appropriate means;
- initiate action research projects to demonstrate new approaches to solving education problems;
- recommend urgent changes in existing policies from time to time as deemed necessary.[3]

The report which was published in 1982 pointed out that "there is an immense gap between the Department of Education conception and production of a curriculum and its implementation in the classrooms".[4] It was recommended that the Territories move from a highly centralized process of curriculum development to a system whereby the responsibility for curriculum is assumed by the divisional boards of education.[5] As well, it was recommended that the program development and evaluation responsibilities of the Department of Education be transferred to divisional boards and to the Centres for Learning and Teaching.

These Centres for Learning and Teaching are to combine the functions of teacher training and curriculum development and evaluation. Specialists from the Centres are encouraged to maintain a close association with schools in a particular division and to direct their efforts to the solution of practical problems at the community level. Further, the curriculum specialists must support and assist teachers in the classroom.[6]

In support of the local control philosophy, the report writers commented that curriculum development must also include parents. Thus, community individuals must be educated to understand different approaches to curriculum development and their implications.[7] The new approach to curriculum development "formally rejects the idea that adequate new curricula can be quickly produced by a small group of specialists and teachers, neatly packaged, then sent out to schools for use in the classroom".[8] Curriculum Development could be initiated by the community, the teachers, other subject specialists, economic realities or political or cultural sources. Requests from any direction for any kind of curriculum should be submitted to a divisional board. The board will work out an arrangement for a joint project for a particular school, direct some of its own staff to work on a special project; or it could negotiate an agreement with a Centre for Learning and Teaching to undertake a project with its own specialists or with consultants hired for the purpose. Such an interactive process will lead to a fruitful collaboration among many interested persons and agencies.[9]

At the last meeting of the Assembly, a Task Force presented recommendations for implementation of the Report's findings. It recommended gradual change. The first step was taken at the last Assembly with passage of an amendment to the Education Ordinance to allow creation of Divisional boards. Until these administrative structures are in place, curriculum development will continue as it has. Current regulations dictate that curriculum will be 60% percent core developed in Yellowknife, with 40% open for local options. Even after creation of the divisional boards, it is believed that the core curriculum will be centrally developed with the divisions involved primarily in language and cultural programming.

Currently, language programming is a priority. Basic programs in the north have been developed throughout the past with an awareness of the "northerness". The concept of "northerness" embodies, but is not limited to, the following: northern lifestyle, northern culture, language, acceptance of northern people as a unique people and a northern perspective on life. However, the primary material is being reworked with even greater emphasis on cultural matters and around an integrated language strategy. Some years ago, a Philosophy of Education was published by the Northwest Territories Department of Education and forms the basis of all work and provides guidelines. Multicultural/ multilingual education is an accepted fact in the Northwest Territories.

Curriculum development has been undertaken in a variety of ways. Contracts are let in specialty areas such as the Dogrib language. Committees of teachers have been employed, however this approach is very expensive and time consuming in the Territorial context. The approach being used successfully by the English as a Second Language specialist is a regional curriculum committee which the specialist meets with at a regional centre with only the specialist travelling.

Language development funding is provided for central development by six permanent staff members. Excluding salaries, this amounts to approximately $200,000. Special funding for the development of language materials at the local level represents $3,000,000 for three years.[10]

British Columbia

British Columbia presently has a Native Education Branch within the Special Education Division. However, discussions are currently underway at the deputy minister level with regard to the future of the Branch. There is strong pressure to move it out of the

Special Education Division. Within the Native Education Branch, funding is provided for four types of programs: I. Native language; 2. para-professionals,(in particular, Home-School Co-ordinators); 3. curriculum development; and 4. alternative education at the high school level (e.g., tutoring). In 1983, the budget for all cf these programs was $5,477,000. This budget is used to fund projects applied for by school districts. The Branch establishes policies and program guidelines, but the programs are devised and maintained by school districts. In addition, in past years, a Grant Fund of $50,000 has been available to bands or bands and school districts for one time only projects.[11]

The position of Director of the Native Education Branch has existed for 8 years. This person is involved in field consultation, administration and inservice. A new position of co-ordinator may also be added to the staff.

Two processes of Native curriculum development have been used by the province. Two publications of appropriate language arts strategies have been produced through a process whereby a consultant was hired for one year who worked with Native organizations, and teachers. Pilotting was done in a variety of settings. This process was deemed very successful as there was a high level of acceptance as a result. Within districts, a number of language and culture projects with bands have been sponsored. There has been a high level of activity at both the central level and local levels.[12]

Alberta

The Department of Education for Alberta has just received two reports on Native education in the province. The first entitled, "Study of School Programs for Alberta Natives," used a needs assessment model. Over two hundred provincial schools were in the survey. Federal and band-controlled schools were included as well. Existing programs, alternative school courses, Native language and/or culture programs, integration, English as a Second Language (ESL), course adaptations, short-term events, books, etc., were all examined. The process of local development was assessed. Successes, limiting factors and problem areas were identified. The other study, "The Native People in the Curriculum" investigated the place of Native people in authorized textbooks in the province.

The Department of Education of Alberta is currently sponsoring a group of school-based Edmonton teachers in a five year program entitled the Sacred Circle Project. This project is to sensitize teachers to the needs of Native students, to devise successful teaching strategies for Native students and to modify curriculum for Native schools.

For the coming year, development in the Social Studies area will amount to approximately $50,000 worth of contracts, particularly at the Grade 3 and 7 levels, looking at Native Community Life and Native Culture from an anthropological perspective respectively.[13]

Manitoba

Since 1974, the Manitoba Department of Education has had a Native Education Branch. This branch is part of the general program directorate under the umbrella of the Deputy Minister. The branch has a close working relationship with the Department of Indian Affairs and Local Control Indian School Boards. On request, materials and assistance will be provided free of charge.

The branch has a two phase approach. First, available resources are identified. Second, if it is found that resources are not available, they are developed using the departmental facilities and support services. Presently, Social Studies is the priority. Materials for Native Studies are developed for Native and non-Native students. In the current revision of Social Studies from K-6, Native content is being integrated wherever possible with both a historical and contemporary emphasis. This fall pilotting will be begun of optional 10 week units for the grade 7-9 levels in Social Studies.

Language is the next priority area. Over the next five years, inservice and teacher workshops will be held on English language development. This fall, Native language projects are to be pilotted in urban centres on the request of Native parents.

In the provincial curriculum development process, the Native Education Branch has input throughout the whole process. For example, the Native Education Branch has representation on the Committee for Social Studies Curriculum. A subcommittee is made up of Native teachers, consultants and university educators. It is hoped in the future that a broader representation can be made which would include more community people.[14]

Presently, the Native Education Branch has a permanent staff of 12 (3 clerical and 9 professional) with a budget of approximately $500,000. The branch defines priorities and presents them as policy recommendations. The decisions are made at the ministerial level. The Cabinet has an advisory body called the Native Advisory Caucus, made up of Native people, which is consulted on all matters pertaining to Native people including education. The Native Education Branch is currently endeavouring to establish a Native advisory body similar to the Native Curriculum Review Committee to assist in policy decisions.[15]

Ontario

Since the early 1970's, the Ontario Ministry of Education has had Native people on staff. Initially, one individual co-ordinated all activities. However, since 1974, one person has been employed in the policy area and one with responsibilities for curriculum. The budget adminstered by these individuals was close to $400,000 for the 1983-84 fiscal year.[16] The estimated budget for all provincial Native education functions however, is between $4-5,000,000.

Since 1975, Ontario has developed three publications entitled People of Native Ancestry (PONA). These have been produced at the junior, intermediate and senior levels as resource packages and guides for the teachers. For each, there was a development committee which was 50% Indian educators in the Ontario system. The Department of Indian Affairs was represented on the development committees as well. The development committees met for two days per month in Toronto. The Ministry made arrangements with school boards to pay for supply teachers to replace the teachers on the committee. As well, committee members were paid expenses and a small stipend.

As decisions were made regarding content, a full-time writer was hired. The writer attended committee meetings and validated the written work with the committee. When the project was complete, the content was assessed by another 20 to 30 Indian readers from across the province. An editor external to the department edited the final documents for a set fee. The development costs for each PONA package using this process were between $60-65,000. The publishing charges which were as high as

$2.00 per unit for the most recent set, PONA III, were cost-shared with the Department of Indian Affairs.[17]

During the last year there has been a provincial review of Native education in Ontario. This review looked at anything which impinged on Indian education — PONA, teacher aides, teacher training, Indian representation on provincial school boards, special programs in provincial schools, Native language courses, remedial classes, etc. The study was concerned with how well things were working, who initiated programs, what the content was and how the students were reacting. The survey was conducted by the Department of Education person responsible for the implementation of PONA in each of the six regions. A random sampling of schools with significant numbers of Indian students was taken, as was a random sampling of schools with few Indian children. Input was sought from the Native community as well as the educational community. Presently, the survey is in the editing stage.

During the upcoming school year a provincial review of the high school social sciences area will be taking place. Concern will be given to the integration of Native Studies within the social sciences.[18]

Summary

There is a great variance in the way in which different jurisdictions are tackling the issue of Native education. While Manitoba has a Native Education Branch with an inhouse team of curriculum developers, British Columbia allocates grants to school districts for development and Ontario has used a committee system in conjunction with a contracted writer to produce curricular materials. The Northwest Territories is opting for regional authority in some curriculum development with professional assistance from either contracted experts or staff from the proposed Centres for Learning and Teaching.

The staff and budgetary considerations follow from the procedure adopted for Native curriculum development. As a result of their decentralized approach, British Columbia and Ontario have small central staffs. On the contrary, Manitoba has a large central staff to man the Native Education Branch and direct Native curriculum development from there. Since the Northwest Territories and Alberta are both in a period of re-organization after studies of their systems, a variety of approaches are in place at the present time.

British Columbia, Ontario and Manitoba have established policies with regard to Native education. It is in this area in particular that these jurisdictions appear to be ahead of the province of Saskatchewan.

Table 1
Summary of Resources for Native Education in Other Jurisdictions, 1983-84

	Staff	Policy	Budget
Northwest Territories	6	No	$1,200,000*
British Columbia	1	Yes	5,000,000*
Alberta**	1	Yes	50,000*
Manitoba	12	Yes	500,000*
Ontario	2	Yes	5,000,000*

*N.B. The Budget figures for British Columbia and Ontario are for all of Native education, while figures for Manitoba represent only those for Native curriculum development. Northwest Territories figures represent curriculum development specifically in Native language.

**Alberta is presently in a period of re-organization and staffing and total budget figures are unavailable. The figure stated is solely for Social Studies development projects.

Curriculum Processes in Saskatchewan

Definition of Terms

For purposes of this report, the following definitions will be used.

Curriculum — all planned instructional experiences provided by educators to assist in obtaining designated learning outcomes.[19]

Course of Study — the statements of aims and objectives, scope and sequence of content, and the nature of the material to be studied in a given subject or area of study at a given grade level.

Education — refers to the sum total of learning situations in life and in society. Schools comprise one portion of these opportunities.

Goal — general statement of educator intent which follows from a statement of philosophy.

Instructional Material — means teacher references and those classroom instructional materials including games, programmed learning, remedial kits, large print books, and special programs for the handicapped which require the guidance of the classroom teacher.

Local Adaptation — the process of adapting provincial courses to provide appropriate instruction in the classroom. This adaptation may include sequencing of process and content objectives, provision for learning styles and use of supplementary materials and community resources.

Locally-Developed Courses of Study — the course of studies is designed at the local level (school/school division) to meet specific student needs.

Project Brief — a comprehensive display of the goals and objectives of the activity, the levels and nature of activity, the resources required, the projected timelines and the final products.

Program Design — process of designing courses of study as a stage in planning for intended student learning.

Program Development — refers to the entire process of going from the goals of education to student learnings.

Program Evaluation — process of gathering and utilizing information to make decisions about instructional programs and courses of study to determine future directions. Evaluation shall be the starting point for all curriculum development.

Program Implementation — process by which the course of study is put into effect while enabling and encouraging teachers and schools to adapt the course of study to their individual instructional settings.

Program Maintenance — process of supporting, monitoring and revitalizing the existing courses of study and related materials.

Program of Studies — the course offerings in a school and their arrangement and sequence.

Textbook — a book dealing with a definite subject of study, systematically arranged, intended for use at a specified level of instruction and used as a principal source of study material for a given course.[20]

Program Evaluation

The starting point for all curriculum development is the process of gathering information to make decisions about instructional programs and courses of study to determine future directions. The evaluation process should be ongoing with input by the Development Division, school/school division, and interested individuals and organizations. The evaluation data will be assessed by the Program Policy Committee and the appropriate K-12/Division committees. The data should be then used to initiate one or more of: formal evaluation; course of study revision; development of a new course of study; inservice; update of support materials; or other action. Formal evaluation, if desired, may be completed through a number of ways, i.e., contracted, delegated to a school division(s), undertaken by the Department of Education. It is the task of the Department of Education to develop guidelines to help school personnel to evaluate programs and courses of study.[21]

Program Design

The program design phase is defined as the process of developing courses of study as a stage of planning for intended student learning. In this process, the Department of Education will be responsible to: l. develop a manual of guidelines to be used in the design of courses of study; 2. develop work plans; 3. translate work plans into project briefs; and 4. authorize locally-developed courses.

The process undertaken whereby the project brief becomes the approved course of study is perceived as one of consultation, modification and approval with input from the Program Policy committee, directors, principals, teachers, others and ultimately the Minister or designate. With approval of a modified brief, a writing committee is formed or a writer or others contracted. During the writing phase, input is to be solicited from teachers with regard to objectives and content. Further, the developing product will be shared with appropriate groups, i.e., subject councils, directors, principals, teachers and others. The Department of Education then identifies and evaluates potential texts and materials in consultation with field staff and with practising teachers. The Department will conduct evaluation of courses of study and texts before authorization. Finally, the Department finalizes the course of study, authorizes texts and prints courses of study.[22]

Within the program design, "Development Division will seek to promote opportunities to integrate related subject disciplines".[23] As well, provincial courses of study will be designed on the basis of 50 to 70% designated as core curriculum, i.e., those process and content objectives which must be taught with 30 to 50% of a course of study as optional curriculum selected or developed by the teacher and school.[24] This will allow an additional means of building "personal and social relevance into curricula".[25]

Program Implementation

This is the "process by which the course of study is put into effect while allowing teachers and schools to adapt the course of study to their individual instructional setting".[26] This involves the Department of Education in activities to create awareness and opportunities for involvement of educational personnel before and during design, to develop an implementation plan, to design and deliver inservice activities, to develop

understandings and skills necessary for the implementation of new courses of study, to provide follow-up and support services after initial orientation and to encourage and facilitate local adaptation of courses of study.[27]

Program Maintenance

Program maintenance is defined as "the process of supporting, monitoring and revitalizing the existing courses of study and related materials".[28] Maintenance includes provision for updating and disseminating existing courses of study and materials, continuing inservice and support, developing a plan ensuring the involvement of teachers and other agencies in the maintenance of programs and the continuation of the collection, analysis and use of formal and informal evaluative data. The Department of Education will evolve work plans based on the need to update and revise courses of study, materials and authorization of texts. The Department will translate work plans into projects, identify and evaluate texts and materials on an ongoing basis and will make course of study revisions and/or information about additional materials available to schools in a variety of ways.

School divisions are responsible for making financial and human resources available for continued support and adaptation of courses of study and programs, to ensure provision of support materials, ongoing inservice as well as local materials development and the local adaptation of courses of study. School divisions will collect information on courses of study and programs for use in school divisions and the Department of Education. Furthermore, annual school division review of data on programming will assist in general revision and adaptation for local needs.[29]

Recommended Native Curriculum Development Process for Saskatchewan Education.

The history of Native curriculum development in Saskatchewan has led to a situation where generally the initiatives, imperatives and creative curricular adaptations have been undertaken either by agencies other than the Department of Education or by local divisions, schools or teachers. The paramount need at the present time is for legitimization of Native curriculum. Such legitimization can be best achieved by the integration of the Native perspective into the curriculum development process for Saskatchewan Education. The following is a description of the process as envisaged by the Native Curriculum Review Committee.

Definitions

Native Curriculum Review Committee

The Native Curriculum Review Committee should be a permanent, ongoing committee to advise the Minister concerning the development of programs, curriculum guides and materials, authorization of texts, design of implementation and evaluation programs with a specific focus on the K-12 curriculum for all Saskatchewan students regarding Native topics and areas of particular concern to Native students.

The membership of the Committee should continue to consist of primarily Native educators appointed as individuals or as representatives of particular educational agencies. In this way, the Committee is connected to the Native community. Representation by the Department of Education, the universities and the Saskatchewan Teachers' Federation (S.T.F.) provide linkage with the larger educational community.

Native Curriculum Development Team

The Native Curriculum Development Team is a group of full-time curriculum developers who constitute the secretariat of the Native Curriculum Review Committee. They develop materials deemed a priority by the Committee, liaise with the Development Division staff, assist local developers and initiate special interest projects. The development unit of the Northern Education Branch should be part of the Native Curriculum Development Team.

Policy Determination

The province of Saskatchewan currently has no policy on Native education. It is imperative that such policy be formulated as soon as possible. The Native Curriculum Review Committee should follow the procedures laid out in the Department of Education policy manual for initiating policy formulation. **This Committee should recommend to the Minister that a Native education policy be formulated.**

Further, two members of the Native Curriculum Review Committee should sit on the Program Policy Committee which develops and reviews Department policies regarding school curriculum programs. In this way, Native concerns can be identified within the general policy considerations.

Needs Assessment

Two types of needs assessment are presently critical for future Native curriculum development.

- **Base Line Data** — The "hit and miss" Native curriculum development process has resulted in a general lack of knowledge of what programs have been created, what adaptations have been made, what materials are available to support Native content inclusion, what works and what does not. There is a need for a survey of all schools including federal and band-controlled schools in Saskatchewan to establish what curriculum materials, courses of study, strategies, etc., are available to meet the needs of Native students in the province. Such an assessment would include successes, limiting factors and problem areas. As well, it should provide information on the perceived needs for Native curriculum through the eyes of administrators, teachers, principals, members of the Native communities, parents and students.

Action Required:

- ☐ The Native Curriculum Review Committee recommends that the Department of Education contract an individual or individuals to complete a proposal for a baseline data survey to facilitate future planning, using appropriate methods to ensure reliable data.
- ☐ The survey team should develop, in conjunction with the Native Curriculum Review Committee, the parameters and direction of the baseline study.
- ☐ The researchers should bring the proposed research before the Department of Education Research and Information System Steering Committee.
- ☐ The research should be undertaken using all available lines of communication.
- ☐ The research results should be made available to all those involved in educational planning in the province.

- **Ongoing Evaluation** — As part of the ongoing evaluation of current curricula materials and programs, the dual concerns of educating Native students and educating non-Native students about Native people must be taken into account.

Action Required:

- ☐ The Native Curriculum Review Committee should recommend questions to be asked of principals in any prospective evaluation of school programs. These questions should be integrated into the same form used for other programming.
- ☐ Such information as is received from schools or divisions regarding Native curriculum should be forwarded to the Native Curriculum Review Committee.
- ☐ The Native Curriculum Development Team should provide evaluation information to the Development Division and the Native Curriculum Review Committee on programs in which members of the Team have been involved.
- ☐ Members of both the Native Curriculum Review Committee and the Native Curriculum Development Team should seek to involve interested local individuals from areas where programs are being evaluated in the evaluation process.

Program Development

The Native Curriculum Review Committee believes that two types of development should be occurring concurrently. Where possible, Native curriculum development should coincide and be integrated with provincial program development. At the same time, special programs to meet the particular needs of Native students should be created. The development process for these two tasks will be different.

Integrated Core Curriculum — Action Required:

- There should be Native representation on all task forces, K-12 reference committees, K-12 steering committees, and division level curriculum committees.
- In consultation with the Native Curriculum Development Team and Native representatives on subject task forces or committees, the Native Curriculum Review Committee must decide whether Native materials should be integrated, presented as supplemental or developed as a "shadow" curriculum.
- In subjects where Native content is to be integrated, the Native Curriculum Review Committee must authorize the Native content to be included.
- Contracts for the development of curriculum materials should be contracted out to Native organizations with a mandate to develop curriculum and/or local groups wherever possible.
- The Native Curriculum Review Committee should be involved with the Development Division in the choice of a writing committee or individuals contracted to write the course of study.
- The Native Curriculum Review Committee should recommend to the Development Division that a Native liaison function be maintained.
- Throughout the whole development process efforts should be made to employ Native people -- writers, historians, musicians, elders, artists, interpreters, etc.
- Developers should be encouraged to glean their data from the libraries and resources of the Saskatchewan Indian Cultural College, Saskatchewan Indian Federated College and Gabriel Dumont Institute.
- The Native Curriculum Review Committee must monitor all Native curriculum development. The developers must present their materials to the Committee on an ongoing basis through regular reporting.
- The Native Curriculum Review Committee shall be consulted on how to approach the elders or enter Native communities for research purposes and be consulted on how to design a research project.
- The Native Curriculum Review Committee must try to identify the things that Native people have in common to provide a provincial perspective. However, at the same time, the uniqueness of many local situations must be respected. Local curriculum development must be encouraged by financial, material and human resources.
- Joint projects between the Development Division and local groups or Native organizations should be encouraged.

- The Native Curriculum Review Committee shall set guidelines and recommend processes for the identification and evaluation of potential texts and materials.
- Developers should be encouraged to consult directors, Native educational organizations, teachers, staff of the Northern Education Branch, local boards, etc., in the process.
- The Native Curriculum Review Committee may identify high quality materials produced in local areas or elsewhere and recommend it for use in Saskatchewan schools.
- The Native Curriculum Development Team should locate existing materials, evaluate, co-ordinate, communicate and disseminate those relevant to courses in progress or in development in Saskatchewan.

B. Special Projects — Action Required:

- Special Projects pertinent to the specific needs of Native children should be developed within the Department of Education by the Native Curriculum Development Team.
- The Native Curriculum Development Team shall follow the same process as the developers of integrated curriculum involving the Native Curriculum Review Committee at every stage.
- Existing materials should be located and evaluated for applicability to the Saskatchewan schools.

Field Testing/Evaluation

Action Required:

- The Native Curriculum Review Committee should provide advice with regards to the preliminary organization of the field testing situation. This should include suggestions on working with educational personnel, Native organizations, and local Native parents.
- A strategy for field testing integrated materials should be developed by the Native Curriculum Development Team and the Regional Curriculum Co-ordinators.
- The whole process of development, field testing and evaluation should involve a variety of Native and non-Native settings with constant interchange between developers and Native and non-Native teachers and students.
- Field testing of Native curriculum materials must be preceded by workshops with the teachers and administrators involved. In the area of Native education, the attitude of the teachers is as important as the content. There is a need to re-educate these and other individuals before, during and after the presentation of new materials. The Native Curriculum Review Committee should sanction teacher workshops.
- Results of field testing will be incorporated into an evaluation with subsequent recommendations for further development. The Native Curriculum Development Team and the Native Curriculum Review Committee will discuss and analyze the evaluation results and their implications for further development.
- Results of the evaluation will be incorporated into a final development plan. The finished product will be submitted to the Native Curriculum Review Committee and the Regional Co-ordinators — Curriculum.

- The Native Curriculum Development Team will develop an appropriate strategy for the pilotting and accompanying inservice in conjunction with the Native Curriculum Review Committee and the Regional Co-ordinators — Curriculum.
- Pilotting should allow for close consultation between the developers and the schools. The developers should work with the classroom teachers/students to get constant feedback, immediate consultation.

Program Implementation

Action Required:

- The Native Curriculum Review Committee shall be informed of the development of inservice packages by the Native Curriculum Development Team and the Regional Curriculum Co-ordinators. The purpose of the inservice packages will be to assist directors, principals and teachers to understand the new materials.
- The Native Curriculum Review Committee shall provide direction to the Native Curriculum Development Team and the Regional Co-ordinators — Curriculum in the training of local teachers and other resource people for the purpose of delivering inservice for Native curriculum packages.
- The Native Curriculum Review Committee may forward names of individuals that they recommend for the purpose of assisting in the implementation phase.
- The Native Curriculum Review Committee shall be constantly informed as to the effectiveness and progress of new programs, local adaptations, and new curriculum during the implementation phase.
- The Native Curriculum Development Team will assist the Native Curriculum Review Committee and the Regional Co-ordinators — Curriculum in devising and analyzing information on the effectiveness of the implementation plan.

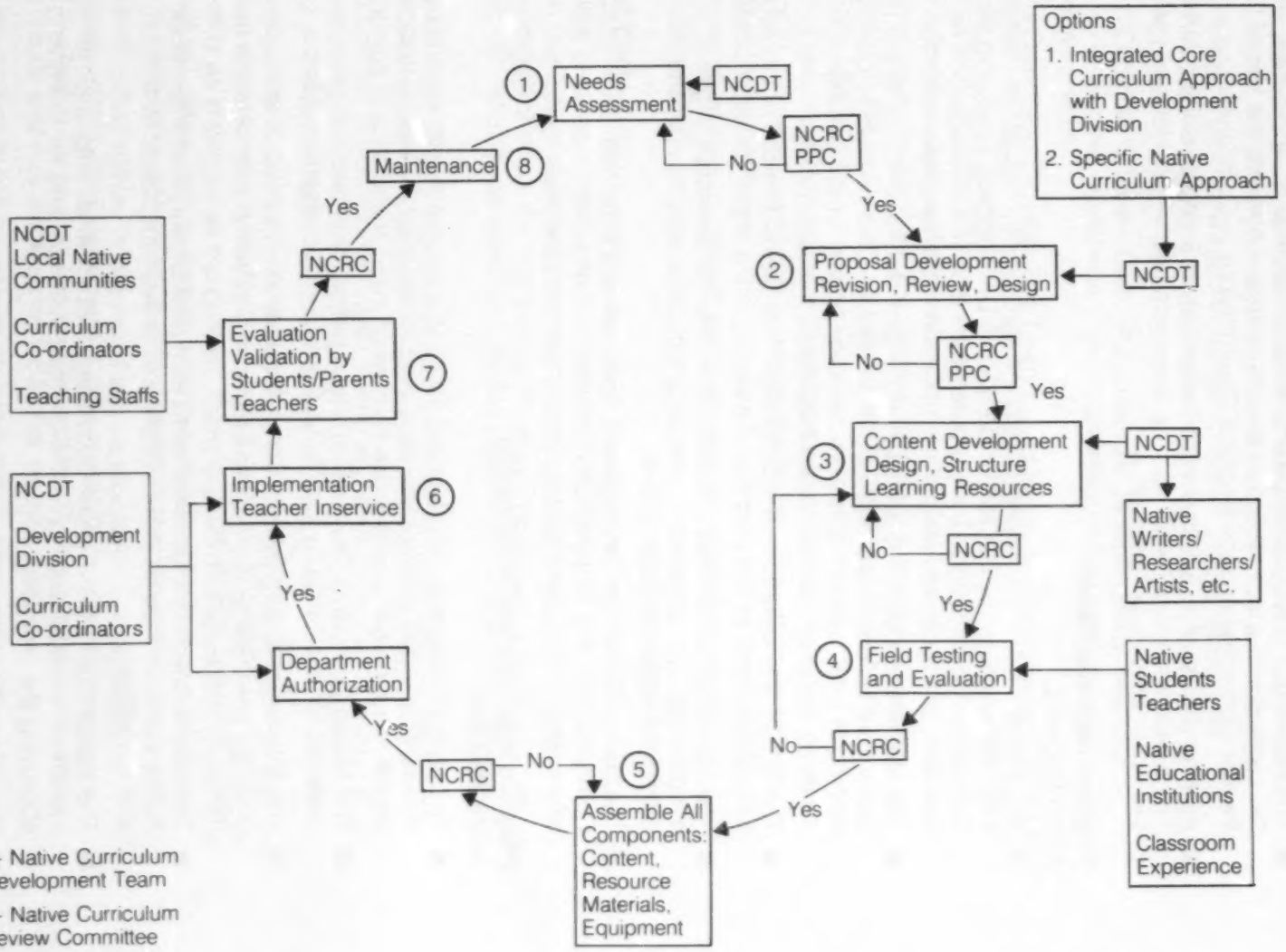
Program Maintenance/Modification

Action Required:

- The Native Curriculum Development Team in consultation with the Native Curriculum Review Committee will be involved in the Development Division's projects centered on the need to update and revise courses of study, materials and authorized texts.
- The Native Curriculum Review Committee may identify textbooks and/or instructional materials for evaluation by the Native Curriculum Development Team.
- The Native Curriculum Review Committee shall be informed of any proposed revisions or updating of courses of study, and initiate revisions where needed to meet Committee objectives.
- The Native Curriculum Development Team shall be continually appraised of local Native curriculum development projects to provide feedback, evaluation, support and co-ordination.
- The Native Curriculum Review Committee shall establish criteria for the evaluation of the effectiveness of existing Native-oriented materials, and for monitoring and approving the process.
- The Native Curriculum Review Committee should review the data provided by school divisions on the plans for "fine tuning, self-correction, longitudinal planning, and local adaptation of courses of study".[30]

Proposed Native Curriculum Development Process Cycle

Figure 1



The Role of Various Groups in the Native Curriculum Development Process

The Saskatchewan Indian Cultural College

The Saskatchewan Indian Cultural College should continue to have a seat on the Native Curriculum Review Committee. The expertise from the Cultural College should be contracted for specific projects when appropriate. The library and audio-visual resources of the College should be used as a basis for research on the areas identified by the College representative as important to a project. The Cultural College personnel should be used to intercede when the wisdom of Indian Elders is required.

The Saskatchewan Indian Federated College

The Saskatchewan Indian Federated College should continue to be represented on the Native Curriculum Review Committee. Their teacher training personnel should be kept appraised of forthcoming courses, used as resource personnel and to provide research support. When appropriate, the Federated College personnel should be contracted to develop curriculum materials deemed important by the Native Curriculum Review Committee.

The Gabriel Dumont Institute

Representation from the Institute should be maintained on the Native Curriculum Review Committee. Contracts should be considered with the Institute for the development of curriculum materials in accordance with the needs identified by the Native Curriculum Review committee. The library resources of the Institute must be the basis of research in areas pertaining to Metis people and Non-Status Indian people.

The Universities

There is presently university representation on the Native Curriculum Review Committee. This representation should continue.

The university representatives should assure that the Native Curriculum Review Committee's views, initiatives, principles and policies are brought to bear on planning within the college of education. The significant position of the universities in teacher training must be kept foremost in considering the successful implementation of Native curriculum programs. The universities must be informed well in advance and encouraged to train teachers prepared and equipped attitudinally and skillwise to teach Native curriculum. The Native Curriculum Review Committee might consider inservice workshops for university professors teaching the courses in methodology for new programs.

Expansion of the university representation might be considered at a later date.

Saskatchewan Teachers' Federation (STF)

The Saskatchewan Teachers' Federation should continue to have a member on the Native Curriculum Review Committee. The role of the STF member is intended to reflect the views of the professional organization and improve Native education in Saskatchewan.

Department of Education

Department personnel on the Native Curriculum Review Committee should include representation from the Development Division, the Native Curriculum Development Team of Policy, Planning and Special Projects Division and the Northern Education Branch. Other departmental personnel should be used as resource people by the Committee as the occasion arises.

Other Agencies

It is recommended that membership be extended to the Indian Teacher Education Program and the Saskatchewan Indian Education Commission.

Although it is admittedly desirable to have open lines of communication with all facets of the Native education community, it is not feasible to expand the Native Curriculum Review Committee to include them all. Resource links should be maintained with groups such as SSTA, NATA, SITA, LEADS, school divisions' personnel, etc. It might be possible to invite members of these organizations to a meeting to update them. Members of these organizations should be invited to participate as resource people for the Native Curriculum Review Committee as the need arises.

The Native Curriculum Development Team should act as a resource for these other organizations making presentations to them when desired. Further, the Native Curriculum Development Team should develop a public education program to keep all groups, including the teaching community and the Native community involved and informed. This might include production of a newsletter, inservice workshops, institutes, conventions or other forums.

References

[1]*Report of the Minister of Northern Saskatchewan on Education for the 1980's.* pp.7-9.

[2]B. Randhawa, *Summary Report: Early School Leavers in Saskatchewan*, October 83, p. 53.

[3]*Learning: Tradition and Change in the Northwest Territories*, Yellowknife, 1982, p.2.

[4]ibid., p.33.

[5]ibid., p.73.

[6]ibid., p.76.

[7]ibid., p.77.

[8]ibid., pp.80-81.

[9]ibid., pp.83-84.

[10]Ken Norton, Manager of School Programs, Northwest Territories Department of Education, in conversation, October 8, 1983.

[11]Marilyn Epstein, Acting Director of Native Education Branch, Richmond, B.C., September 28, 1983.

[12]ibid., in conversation, August 5, 1983.

[13]Frank Crowthers, Alberta Education, August 24, 1983 and October 11, 1983.

[14]Diane Cooley, Manitoba Department of Education, Native Education Branch, August 5, 1983.

[15]ibid., in conversation, September 28, 1983.

[16]Keith Lickers, Elementary Education, Ontario Ministry of Education, in conversation, September 30, 1983.

[17]ibid.

[18]ibid., in conversation, August 29, 1983.

[19]Native Curriculum Review Committee, Project Brief, Department of Education, May, 1982.

[20]The preceding terms are defined as in the paper entitled "Curriculum Processes" presented to the Curriculum and Instruction Review Advisory Committee by a Subcommittee on Curriculum Development, May, 1983.

[21]ibid., pp.8-9.

[22]ibid., pp.9-13.

[23]ibid., p.11.

[24]ibid.

[25]ibid.

[26]ibid., p.13.

[27]ibid., pp.13-16.

[28]ibid., p.16.

[29]ibid., pp.16-18.

[30]ibid., p.11.

Five Year Action Plan
Specific Subject Priority Charts

Five Year Action Plan

The Native Curriculum Review Committee's Objectives of Native Curriculum Development

The Native Curriculum Review Committee seeks to ensure that:

1. All students and teachers in provincial schools develop an appreciation of both the current political, cultural and socioeconomic situation as well as the long, varied and unique history of the Native peoples on this continent.
2. Teachers are sensitized to Native and northern issues and that curricular materials and programs are relevant to Native and northern students.
3. The school curriculum and educational institutions transmit positive and accurate information to aid Native students in developing a positive self-image and cultural identity, so that they may better learn to deal with their own reality.

In keeping with the Native Curriculum Review Committee's priorities, the plan has three thrusts -- integration with work underway in the Department of Education; supplemental materials; Native studies; and, Native languages. These thrusts are expected to proceed simultaneously. Beyond these developments, the Native Curriculum Review Committee is concerned with teacher sensitization in cross-cultural education methodology and general attitudinal change with regard to Native people. Materials and inservice workshops in these areas must lay the foundation of all other work.

This plan is developmental and must be open to change at any time when new courses, approaches, and/or needs in the Native community present themselves. Further, the plan is subject to change in response to new directions taken by the Department of Education in ongoing projects.

Social Studies/Social Sciences ECE — 12

	All Divisions	Division I	Division II	Division III	Division IV
Phase I	Develop philosphy and goals for Native Studies Membership on K-12 Steering Committee Representation on division level working committees	See Native Curriculum Materials Development Projects Photo History I 1885 Materials IV	1885 Materials: See Native Curriculum Initiatives *Needs assessment for inclusion of Native Content	Year 2 core curriculum Develop in association with Development Division including specific units of study	Needs assessment of core curriculum and for specific Native Studies courses See also: Native Curriculum/Materials Development Projects Native Studies 10, 20, 30
Phase II		*Early Childhood Education Materials Needs Assessment	*Years 1 & 2 Develop Native Content units and support materials Year 3 Involvement in development of core curricula and support materials	Year 2 core curriculum Field test, pilot, implement and plan inservice Year 1 & 3 core curriculum Develop in association with Development Division including support materials	
Phase III		*ECE Materials Develop, field test, pilot	*Years 1 & 2 and Year 3 core curriculum Field test, pilot, plan inservice and implement	Year 1 & 3 core curriculum Field test, pilot, plan inservice and implement	*Develop units for inclusion in Social Studies 10, 20, 30, 30H, Law 30, Family Life 30 *Identify and or develop support materials
Phase IV		*ECE Materials Implement and plan inservice *Division I Needs Assessment for Native Content Develop units Identify and prepare support Materials			*Field test, pilot and plan inservice for Division IV units
Phase V		*Field test, pilot, implement and plan inservice on Division I units and support materials			Implement

Social Studies/Social Sciences K-12

A major assessment of the provincial social studies program has just been completed. The Department of Education will be drafting course outlines preparing an implementation package and listing additional references for the Division III Social Studies program. It is recommended that members of the Native Curriculum Review Committee be consulted by the developer from the conception of the plan for the three grades and continue throughout. Members of the Native Curriculum Development Team should work with the developer on course outlines and the implementation package. Suitable materials should be produced and identified during Phases I and II.

Work should begin on Division II, year 3 during Phase II. During Phase III, members of the Native Curriculum Review Committee should be consulted and members of the Native Curriculum Development Team should be involved in the field testing of Division II and III units and inservice preparation of teachers. Appropriate support materials should be recommended. Members of the Native Curriculum Review Committee and Native Curriculum Development Team must be involved in the delivery of Division III programs during Phase IV.

Study of the potential for Native inclusion in Division IV courses should begin in Phase I. This work will become more specific during Phase III when lessons and units will be written for Division IV Social Studies 30H, Social Studies 10, 20, 30, and Family Life 30. The newly created Division IV units should be pilotted during Phase IV. Teacher inservices should be constructed and implemented. In Phase V the units and courses for Division IV should be implemented.

Research background on the integration of Native materials in Division I, year 1 and 2 should proceed in conjunction with the creation of units and support materials during Phase IV.

Throughout the five year period, membership by individuals designated by the Native Curriculum Review Committee should be maintained on the K-12 Steering Committee and division level working committees.

English/Language Arts All Divisions

	Ongoing Activities	Special Activities	Division I	Division II	Division III	Division IV
Phase I	Membership on K-12 Reference Committee Membership on division level working committees	Major assessment of Language Arts Programs *Research into various Language Arts approaches — CEL, ESL, PEP, REAP, Whole Language, Language Experience, Basal Readers		See Native Curriculum Materials Develop Projects — Native Writers Workshop Materials		*Division IV English Identify support materials ie. recommended books
Phase II		Major assessment of Language Arts Programs Continued *Needs assessment for schools with high Native population *Investigate possible Native Reading Series *Organize handbook for teachers on strategies for teaching Language Arts to Native students		*Create and/or identify low vocabulary/high interest materials for older students (ages 12-17) Field test and pilot		
Phase III		*Teacher inservice on methodologies in the Language Arts for Native students	*Develop Native-oriented materials to support the Division I Language Arts Program	*Implementation and inservice for low vocabulary/high interest reading materials	*In association with a small number of selected schools, conduct research to determine appropriate methodologies and content for students during their adolescent identity crisis *Create instructional units and materials to meet these identified needs	
Phase IV					*Field test and pilot the material, units and approaches *Implement and plan inservice for Middle Years teachers	

English/Language Arts K-12

The Department of Education is presently embarking on a detailed assessment of courses of studies in English K-12. Native input must be assured during this two year process. This year minor revisions will be made to the Division IV guide and new titles will be added to the Division IV English list. Attention must be given to the inclusion of appropriate Native materials at this level.

Although it is unclear what direction the provincial development division will go in language arts/ English programming, because of the major assessment being undertaken, there are a number of concerns which have been targetted by educators of Native children. The whole language arts area is considered in need of revision with regard to the content and methodology used with Native children. Many people are reassessing the use of basals while others are concerned with the lack of structure in the language experience approach. Research and analysis of various techniques and content is recommended. Teachers need to be introduced to the socio-linguistic, psycholinguistic and cultural components behind the Native child's learning to read. Members of the Native Curriculum Development Team should construct a handbook for teachers.

The other critical area is a shortage of high interest low vocabulary materials for students who have a low reading ability but are socially mature. Native-oriented materials should be prepared for this age group. While these materials may be developed independently of the Development Division, they must be produced in close co-operation with teachers, students, and classrooms. They must be pilotted and implemented with continuing monitoring and feedback.

Membership must be maintained on the K-12 Steering Committee and division level working committee to facilitate the integration of Native curriculum development with provincial curriculum development.

Aesthetic Education (Art, Music, Dance) K-12

	All Divisions	Art K-9	Aesthetic Education	Division IV
Phase I	*Formulate Native Cultural Arts philosophy as an aspect of aesthetic education Involvement in Departmental planning process	*Develop schema and conceptual structure for K-9 Native Art Heritage	*Develop schema for Native-oriented lessons for overall Aesthetic Education program	
Phase II		*Involve Native and non-native teachers in the development of units and lessons for Native Arts Heritage Develop support materials	*Involve Native and non-native teachers in the development of units and lessons for Native Arts Heritage *Develop support materials	
Phase III		*Field test and pilot, plan inservice	*Field test and pilot, plan inservice	Examine Aesthetic Education for Division IV *Needs Assessment
Phase IV		*Implement units with inservice	*Implement units with inservice	*Produce units, lessons and courses (if needed) in Native cultural arts for Division IV *Create teacher inservice to introduce 10-12 Native arts, music and dance units/lessons/courses *Pilot
Phase V		*Monitor and maintain	*Monitor and maintain	*Implement 10-12 Cultural Arts *Conduct Inservice workshops Identify support services and personnel

Aesthetic Education

The Development Division is currently in the developmental stage of the Aesthetic Education Program. This is an opportunity for members of the Native Curriculum Development Team to become part of the nucleus development team.

The Native Curriculum Development Team should undertake the formulation of a Native cultural arts philosophy and objectives to guide the inclusion of Native content into the new aesthetic education curriculum.

A co-operative workplan between the Development Division and the Native Curriculum Development Team should be developed to ensure the integration of Native fine arts, music, dance and drama into the K-9, and later the 10-12 curriculum.

The Native Curriculum Development Team should embark on extensive research which must include consultation with elders, Native artists and museums to support these curriculum development endeavours.

The Native Curriculum Review Committee should be consulted regularly as to the ongoing process and be involved in the pilotting and implementation process where appropriate.

***Native Languages K-12 *Specific Native Curriculum Five Year Action Plan**

	Division I-IV	Division I	Division II	Division III	Division IV
Phase I	*Sponsor a Conference for Native language teachers and developers *Compile existing courses, guides, and materials *Create a K-12 Steering Committee *Create division level working committees	*Begin work on organization of Division I course of study *Present workplans for Division I to Steering Committee for approval *Complete course of study and implementation package			
Phase II	*Continue monitoring by K-12 Steering Committee *Continue organizational work by division level working committees	*Pilot Division I program-feedback and revision with practising teachers *Plan teacher inservice for feedback and implement Division I course of study	*Begin co-ordination and develop of Division II course *Pilot Division II course of study and materials		
Phase III			*Teacher inservice on implementation of Division II materials *Plan teacher inservice for feedback on Division I and II courses and materials	*Co-ordinate and develop Division III course of study and materials *Pilot Division III course of studies and materials	
Phase IV				*Plan teacher inservice on implementation of Division III materials *Plan teacher inservice for feedback on Division I, II and III courses and materials	*Co-ordinate and develop Division IV course of study and materials *Pilot Division IV course of studies and materials
Phase V	*Authorize courses of study, resource materials and texts				*Plan teacher inservice on implementation of Division IV materials and feedback for Divisions I, II and III

Native Languages

The priority for the immediate future is for departmental authorization of Native langauge courses. An initial survey should be undertaken to locate schools which have developed courses at various grade levels, as a first language and a second language. Efforts of local schools, divisions and the Native Languages Program need to be co-ordinated to present a course of study, teacher guides and implementation packages for authorization. A place for Native languages must be found within the educational structure (i.e. Are Native languages, heritage languages?).

A Native Languages K-12 Steering Committee should be established as a subcommittee of the Native Curriculum Review Committee with division level working committees including practising teachers working in Native Language Programs. The goal should be to produce a complete Native languages program within the next five years which will be legitimized by the provincial government with support materials authorized and produced for all interested schools.

Health/Lifestyles **All Divisions**

	Ongoing Activities	Special Activities	Division I	Division II	Division III	Division IV
Phase I	Membership on K-12 Steering Committee Membership on division level working committees				Health Action Participate in discussion on Health Guide *Research and develop units for Health Action *Field test	
Phase II		*Needs assessment — locate locally produced materials	*Research and develop health programs and materials for Division I		*Pilot Health Action and Native related units *Implement and plan inservice	
Phase III			*Field test and pilot programs and materials *Implement and plan inservice	*Research and develop health programs and materials for Division II	*Monitor program implementation	
Phase IV			*Continue inservice and monitor program implementation	*Field test and pilot programs and materials *Implement and plan inservice		*Identify Native related issues for Division IV Health Programs *Develop units *Field test and pilot units
Phase V				*Continue inservice and monitor program implementation		*Implement Native related issues units with teacher inservice

Health/Lifestyles

Currently, the Development Division is in the final publication of the Division III Health Action Guide. Native representation should be made on the Steering Committee and division level working committees. This area has been targetted by many educators as critical in Native education. Issues such as identity are part of this curriculum and need to be tackled with sensitivity. Units for the implementation package should be created in the next year. Then, careful attention should be paid to teacher inservice for pilotting and implementation. The Health Programs of the other divisions need comparable study to make them compatible with the Division III changes.

Native Curriculum/Materials Development Projects

	Project 1	Project 2	Project 3	Project 4	Project 5
Phase I	Develop *Handbook for Teachers of Native Children*	Provide support and assistance for locally developed courses and materials	Develop *Bias Free Materials* pamphlet Implement and plan inservice for pamphlet	Develop and field test general inservice package for teacher sensitization toward Native people and Native issues	Research and develop 1885 materials with Divisions I-IV Social Studies focus
Phase II	Pilot Handbook with preliminary inservice package	Refine locally developed materials for publication where appropriate	Monitor implementation and maintain inservice	Implement inservice package	Field test and pilot 1885 materials
Phase III	Publish and distribute *Handbook for Teachers of Native Children* Implement with inservice			Maintain inservice package and adapt as necessary to meet teacher needs	Implement and plan inservice for 1885 materials
Phase IV	Monitor implementation and maintain inservice				Monitor use of materials
Phase V					

Native Curriculum/Materials Development Projects

Project 6	Project 7	Project 8	Project 9	Project 10	Project 11
Develop Photo History — *Indian/Native Lifestyles* and Teacher's Manual for Division I integrated studies Field test and pilot	Develop Native Writers' Workshop manuscripts for Divisions II & III supplementary readers Field test Develop Teacher's Guidebook		Develop Native Studies 10 Field test		
Implement and plan inservice Develop *Photo History* in alternate form for Divisions II-IV	Pilot stories and guidebook Implement and plan inservice	Revise *Dakota Documents* for use in Division IV Social Studies	Develop Native Studies 20, Field test Pilot Native Studies 10	Produce northern oriented resource materials Field test and pilot	Organize Dene (Chipewyan) materials
Develop Teacher's Cross-Reference Guides for Divisions II-IV Social Studies Field test and pilot	Monitor and maintain	Develop units of study based on *Dakota Documents* field test and pilot	Develop Native Studies 30, field test Pilot Native Studies 20 Implement Native Studies 10 and plan inservice	Integrate northern oriented materials into appropriate courses	Develop units of study about Dene (Chipewyan) People
Implement and plan inservice		Integrate units into appropriate courses Implement and plan inservice	Pilot Native Studies 30 Implement Native Studies 20 and plan inservice Monitor and maintain Native Studies 10		Field test and pilot materials and units
Monitor and maintain		Monitor and maintain	Implement Native Studies 30 and plan inservice Monitor and maintain Native Studies 10, 20		Integrate materials and units in appropriate courses

Native Curriculum /Materials Development Projects

Supporting the Native Curriculum Review Committee's concern for cross-cultural education, beginning with teachers, the Native Curriculum Development Team should prepare inservice packages on general attitudes and information about Native people, a teacher handbook on cross-cultural education and a pamphlet on bias-free materials. A Cultural Activities Handbook should be prepared to provide teachers with field-tested, workable activities.

Supplemental materials, not tied to any particular subject but adaptable to many, are to be produced. Presently these include: Photo-History; 27 stories by Native writers gleaned from a Native Writers' Workshop series; Northern materials; Dakota Documents; 1885 Commemoration materials; and Native Studies Materials. The Native Curriculum Development Team should prepare bibliographies, instructional strategies, support materials and teachers' guides whenever such intervention is needed.

Other Areas of Concern

Science and technology, mathematics and early childhood education need research on content and strategies more suitable for Native students. However, these are lesser priorities than the above areas.

Appendix A

Native Curriculum Review Committee
Project Brief

Community Education Branch
Department of Education
May, 1982

1. Background

A mandate of the Department of Education is the development of instructional programs which will meet the needs of all Saskatchewan students. This includes the development of curriculum guides, the authorization of texts and resource materials, and the development of strategies for curriculum implementation and student evaluation.

In the past few years, a number of important developments related to Native curriculum development have taken place in Saskatchewan. The following is a partial list:

a) The Minister of Education called a provincial "mini-conference" on curriculum at Fort Qu'Appelle in August of 1980;

b) Gabriel Dumont Institute of Native Studies and Applied Research, which provides research, resource and curriculum development services to Metis and Non-Status Indians in Saskatchewan, was initiated in 1980;

c) A major review of curriculum and instruction was begun at the Department of Education; and

d) A Social Studies Task Force was implemented and tabled a final report in December, 1981;

e) AWASIS, the Indian and Native Education Council, a special subject council for the Sasaktchewan Teachers' Federation was established.

These developments provide a positive context for the increased implementation of Native curriculum resources within the provincial program of studies. To assist in this development, the Department is proposing the establishment of a Native Curriculum Review Committee.

The objectives of Native curriculum development are: to ensure that all students in Saskatchewan schools develop an appreciation of the current political, cultural and socio-economic situation of Native people; and to assist in the development of a positive self-and-cultural identity for Native students. The Committee will also provide the opportunity to co-ordinate the activities of various organizations involved in Native curriculum development.

2. Committee Representation

1. Rita Bouvier (Gabriel Dumont Institute)
2. Sherry Farrell (Gabriel Dumont Institute)
3. Earl Cook (NORTEP)
4. Gail Bear (Saskatchewan Indian Cultural College)
5. Cecil King (Indian and Northern Education Program, U of S)
6. Glenda Simms (Saskatchewan Indian Federated College)
7. Ruban Richert (Saskatchewan Teachers' Federation)
8. Harry Lafond (Indian and Native Education Council, STF)
9. Keith Goulet (La Ronge Community College)
10. Myrna Yuzicapi (Saskatoon Native Survival School)
11. Lois Dalby (Academic Education Branch, DNS)

12. Caroline Krentz (Department of Education)
13. Myrna Turner (Department of Education)
14. Ralph Arthurson (Gabriel Dumont Institute)
15. Angus Esperance (Saskatchewan Indian Cultural College)

3. Committee Objectives

a) To recommend to the Department of Education principles for curriculum development as they apply to Native students;

b) To facilitate the development, production, evaluation and implementation of Native-oriented curriculum materials within the provincial school curriculum; and

c) To assist in the co-ordination of activities among the Department of Education and other agencies involved in the development of Native curriculum.

4. Committee Mandate

In general, the mandate of the Committee will be to make recommendations to the Department of Education concerning the development of programs, curriculum guides and materials, the authorization of texts and other resource material, and the design of implementation and evaluation programs. The focus will be specifically on the K-12 curriculum. Curriculum is defined as all of the planned instructional experiences provided by educators to assist students in attaining designated learning outcomes. The Committee will:

a) Recommend to the Department of Education a K-12 action plan for the development of Native curriculum.

b) Initiate a review of existing provincial curriculum to determine areas where intervention with Native related materials can take place.

c) Identify areas of need with respect to production of materials and related ethno-historical research.

d) Review applications for Native-oriented locally-developed courses that are submitted to the Department of Education, and make recommendations with respect to accuracy and suitability of the courses.

e) Establish curriculum working committees whose responsibilities may include development, field testing, or evaluation of new curriculum materials in specific subject, grade or theme areas.

5. Committee Operation

a) The Committee will meet eight times per year or as necessary.

b) A representative of the Department of Education will act as secretary to the Committee and will ensure that agendas are set and distributed, minutes are provided after each meeting and other administrative matters related to the operation of the Committee are carried out.

c) The Department of Education will provide resources for travel and honorariums for Committee, all adminstrative costs related to the operation of the Committee and resoures for a newsletter and/or other informational services.